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ABSTRACT

This newsletter is designed to promote the needs and aims of bilingual-bicultural education. This issue contains the following articles: (1) Santillana's "Redondel," (2) Secondary Biographies, (3) The Culture Crunch, and (4) Editor's Notes. Included is a list of suggested U.S. distributors of educational materials in Spanish and Portuguese. (SK)

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THIS MONTH

- ¡SI SE PUEDE!
- MAP ON THE MARCH
- EARLY CHILDHOOD
- JUAREZ, VILLA, AND OTHERS
- THE CULTURE CRUNCH AND HOW TO CRASH IT

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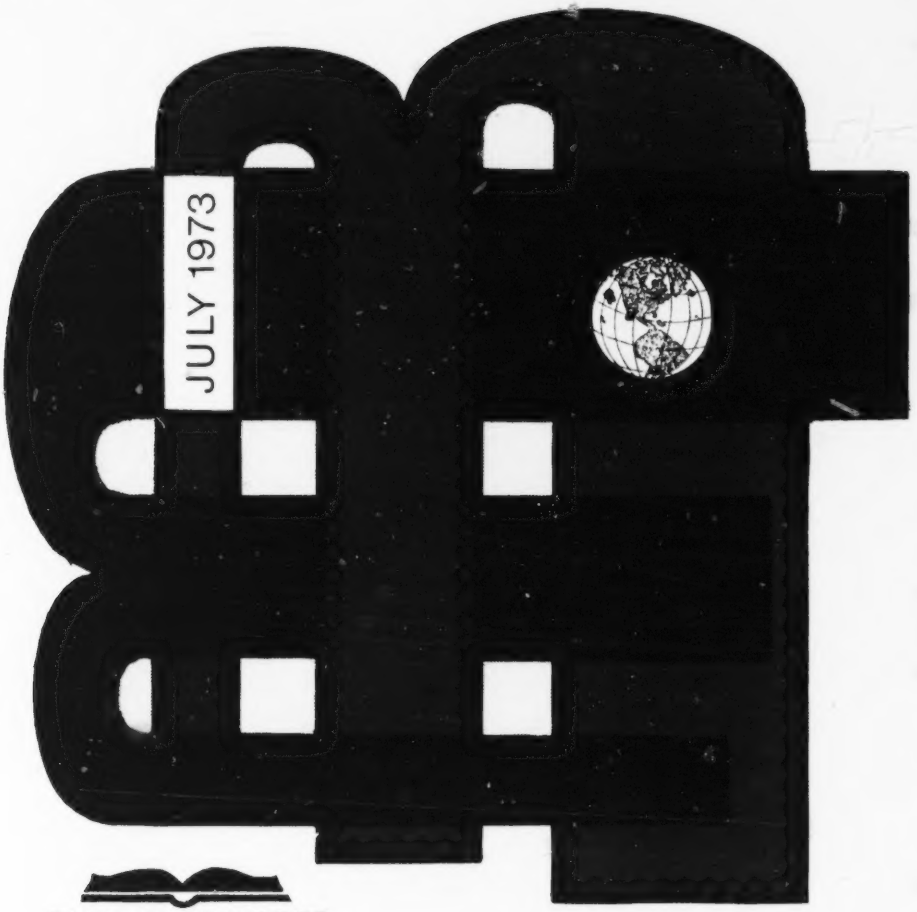

PARA EL ESFUERZO
BILINGUE-BICULTURAL

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PURPOSE: to make available to teachers of elementary and secondary bilingual-bicultural education classes in the United States information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries

OBJECTIVE 1: to identify and acquire sample copies of educational materials in Spanish and Portuguese, such as texts and supplements, posters, recordings, slides, and tapes, from foreign countries which could be employed to implement bilingual education in this country

OBJECTIVE 2: to field test these materials in elementary and secondary bilingual-bicultural education classes throughout the U.S. and elicit evaluations from students and teachers who work with them, as well as sample lessons from these same teachers

OBJECTIVE 3: to identify comparable concepts in texts in Spanish and Portuguese and in texts in English and to compile parallel lists of texts

OBJECTIVE 4: to publish a monthly magazine on materials for bilingual education which includes reviews, sample lessons, articles on ideas and issues in bilingual education and outstanding bilingual programs, and lists of: comparable materials in the project collection to accompany reviews, suggested U.S. distributors of materials in Spanish and Portuguese, and parallel texts

OBJECTIVE 5: to provide for the revision of those outstanding materials that require little rewriting in order to make them specifically relevant to Spanish-speaking students in the U.S. and to promote the publication of K-6 textbook sets in the four basic elementary school subjects: fine arts, language arts, mathematics, and science

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ABOUT OUR AUTHORS

MARY T. CRAWFORD's article, "Nacho and Other Friends for Second-Grade Readers," appeared in the initial issue of Materiales en Marcha. She is now Title I Multiethnic Resource Teacher for Chula Vista, California, City Schools. For three years she has been a member of the California Department of Education Bilingual-Bicultural Task Force Bibliography Committee, and last spring she was Chairman of the 1973 California Association of Teachers of English to Speakers of Other Languages (CATESOL) Conference. This summer she is teaching Spanish to first- through fifth-graders at Kellogg School, Chula Vista.

ALICIA DAVILA LUFF is Librarian at Indio, California, High School. When she attended Sul Ross State College in Alpine, Texas, for a Bachelor's degree in Spanish with a minor in French, she worked as a library aide, after which she taught high school Spanish in Carrizozo, New Mexico. From there she came to California, where she became a librarian in the central branch of the Burbank Public Library. She attended Immaculate Heart College in Los Angeles, California, for a Master's in Library Science. She has appeared as the moderator of "Calendario Mexicano" on Coachella Valley Television in Palm Desert, California, and a Spanish instructor on "Voces del Desierto" on KPLM-TV in Palm Springs, California. Of her work at Indio High School her assistant principal says, "Under the direction of Mrs. Luff Indio High School has become a model high school library..... Mrs. Luff has not just limited herself to the library but has served on various school committees. She has been instrumental in helping to plan a state-funded program in language acquisition and will serve on the advisory council of the project. With all her activities Mrs. Luff has found time to moderate the Cuauhtemoc Club, and she and the club members are actively involved in campus activities. Resource person, librarian, moderator, and community worker all characterize Alicia Luff, who has certainly added to our total program."

ALLAN PECK's article, "History Teachers, Take Heart," appeared in the March 1973 issue of Materiales en Marcha. He continues to teach Chicano studies, government, and history at San Diego High School. This summer he is preparing individualized instructional packages for a bilingual history course he plans to teach this fall.

¡Sí Se Puede!

Por Rafael M. Fernández

Claudine Ruppé

Para no publicar una versión original y una traducción, le he pedido a la Sra. Ann Kern, nuestra editora de Materiales en Marcha que preparara un artículo en inglés reseñando los datos más importantes de lo que MAP ha logrado desde julio 1 de 1972 y lo que tenemos planeado para este año fiscal. He aquí en español lo que en mi mente, como director, resalta de nuestros logros.

Quiero, sobre todo, hacer constar que trabajo con un equipo dedicado e infatigable de personas de talento que, sin exagerar, han forjado verdaderos milagros para asegurar nuestro progreso.

Tenemos, por ejemplo, a la Sra. Frances López Beckers, una

texana que vibra con energía y que posee una imaginación alerta y versátil. La Sra. López Beckers tuvo a su cargo una serie de 61 talleres a los cuales asistieron en grupos de 8 o menos 397 maestros y maestras de programas bilingues de todos los Estados Unidos. Ella misma se encargó de invitar, de acuerdo con nivel escolar, a las personas seleccionadas por la Oficina de Educación y de hacer los arreglos de viaje.

Durante sus sesiones de trabajo los participantes escogieron y ordenaron un buen número de materiales de enseñanza para sus clases.

A pesar de haberse unido a nuestro equipo hace sólo un año la Sra. López Beckers ya conoce bien a fondo nuestros materiales y es capaz de fascinar a cualquier grupo de maestros con sus vivas descripciones de ellos y con sus sensatas sugerencias para cómo usarlos adecuadamente.

Ella ha sido la institutora de varios procedimientos en nuestras oficinas, dos de los cuales han resultado en una organización más útil de nuestra colección y en la más rápida remisión por parte de nuestras distribuidoras de los materiales de enseñanza ordenados por los participantes a talleres.

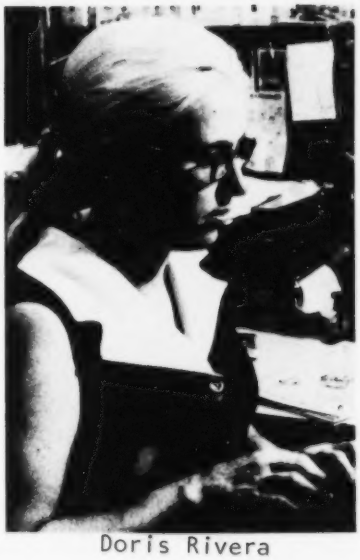
La Sra. López Beckers es la coordinadora del programa de currículos paralelos y este año recibirá no menos de 560 asistentes a sus talleres y, con el respaldo de sus competentes ayudantes, la juiciosa y amable Sra. Maxine Villarino y las dinámicas y chuscas Sra. Sandra Hinzo y Srita. Teresa Zapién ... logrará otro milagro.

La Srita. Helen E. Díaz coordina el programa de pruebas de nuestros materiales. Es una persona afable y gregaria que conoce en detalle las propuestas de ley y los estatutos que atañen a los hispanoparlantes de California y de la nación y que ha ocupado puestos de importancia relacionados con la lucha por establecer la educación bilingüe. (Véase Materiales en Marcha, enero 1973, pp. 6,7,8.). Es conocida por doquier.

Su contribución a nuestro proyecto ha sido darle nueva orientación e ímpetu al programa de pruebas que se está realizando en más de 50 centros urbanos del país y que por algún tiempo careció de piloto.

También ella convoca talleres, a los cuales asistieron 77 participantes el año fiscal pasado y a los cuales este año asistirán 66. Sin embargo, ella trabaja con un número mucho más grande de maestras y maestros cada año, pues casi cada escuela que participa en su programa cuenta con una pluralidad de maestros participantes.

Dos inovaciones comenzadas el año pasado en su programa fueron la de hacer visitas a las clases de los participantes para ofrecer ayuda y conocer mejor cada situación y la de emplear a una consultora portuguesa para las visitas a clases de niños lusitanoparlantes.



Doris Rivera

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Helen Díaz

Amada Rocha

Rachel Closson

Sandra Hinzo, Maxine Villarino, Gertrudis Ceseña y Teresa Zapién

Frances López Beckers

Trabajan con ella dos atentas y agradables jovenes, las Sritas. Gertrudis Ceseña y Rosario Ventura.

Los esfuerzos de la Srita. Díaz por recoger los resultados de las pruebas están dando fruto y este año comenzaremos a publicar reseñas de ellos.

Para tesón no conozco persona que tenga más que la Sra. Consuelo Alcalá, la secretaria que se encarga del departamento que compra los materiales que ordenan los participantes y que recibe las nuevas adquisiciones para la colección. Sin embargo, no tienen menos sus compañeras de trabajo, las Sras. Marta Pedroza y Herlinda Ramírez. Si mencionamos que cada participante puede ordenar varios conjuntos de textos y hasta unos 50 artículos más y que las órdenes se mandan a varias distribuidoras, el lector comprenderá qué tremenda carga cae sobre el departamento de la Sra. Alcalá, siendo que además de nuestras órdenes 474 maestros dejaron órdenes. Pero como si esto no fuera suficiente reciben, estampan y registran nuestras adquisiciones y mantienen archivos y llevan cuentas de todas sus operaciones.

La Sra. Alcalá es una joven de gran capacidad mental que ha creado los procedimientos y sistemas que usa. Ella y sus compañeras convierten planes en realidades.

No sólo surtimos materiales a las personas designadas por la Oficina de Educación sino que también diseminamos información mediante esta publicación que el lector tiene en la mano. Vertidos en este número, así como en los números anteriores, están los talentos de su editora, la Sra. Kern, del artista, el Sr. Robert Luna, y de la Sra. Doris Rivera que se pasa los días enteros apegada a su trabajo de transcribir artículos y que no por eso deja de tener un sentido de humor muy perspicaz.

La Sra. Kern es una guera gabacha de corazón chicano llena de vivacidad y empuje. Su milagro ha sido el de encontrar maestras y maestros de todo el país dispuestos a evaluar nuestros materiales por nivel y área de enseñanza y a escribir artículos acerca de ellos, el de presentar estos artículos así como otros relacionados al esfuerzo bilingüe en un formato atractivo, y el de distribuir la publicación a todas las personas de la nación dedicadas al esfuerzo bilingüe.

Las encuestas que se han hecho de los lectores de Materiales en Marcha indican que la revista es un exitazo de primera.

No poco de este éxito se le debe también al joven idealista, el Sr. Luna, que es otro que convierte lo abstracto en realidad: los planes de la editora y suyos en creaciones artísticas. Es artista genuino que anhela algún día poder dedi-

Quiero hacer constar que trabajo con un equipo dedicado . . . .

Hemos disipado los mitos de que la educación bilingüe es un sueño.

carse únicamente al arte puro.

La Sra. Raquel Closson tiene el honor de ser chicana criada en el barrio de San Diego. Es una mujer sensata, comprensiva, que se conmueve por las penas de sus prójimos y se presta a ayudarlos. Es una mujer en la que se puede confiar.

La Sra. Closson tiene como principal faena poner en práctica diariamente en la oficina los deseos de este director--y lograr esto sí que es milagro--y mantener coordinación y armonía entre todas las tareas y personas del proyecto.

La ayuda en sus labores una joven francesa educada en Francia y España, la Sra. Claudine Ruppé, que tiene a su cargo mi correspondencia con personas del extranjero. Es una joven sumamente organizada y eficaz con un sinnúmero de intereses.

También la ayuda la simpática Srita. Amada Rocha que trabaja como recepcionista.

Otra que es muy organizada y eficaz y que también tiene el honor de ser del barrio chicano de San Diego es Margarita Padilla que lleva nuestros libros de oficina. Son tantos los reglamentos de los distritos escolares y tan estrictos sus procedimientos de contabilidad que aquí la magia es que ella rápidamente puede obtener lo que se necesita y ofrecer datos estadísticos.

Contamos asimismo con la diligencia y buena voluntad de la Srita. Ramona Ceseña que trabaja con nosotros parte de cada día.

También quiero hacer constar aquí que sin el apoyo de la comunidad no seríamos nada. Nuestro comité consejero cuenta con 9 miembros de la comunidad dedicados a la causa de los hispanoparlantes de este país, y aunque todos nos dan ánimo y nos ayudan, es la Srita. María García la que ha tenido la mayor oportunidad de trabajar con nosotros en un plan constante. Sus consejos siempre son atinados y su ayuda efectiva. A todos les estamos muy agradecidos.

Finalmente quiero darles las gracias al Dr. Albar Peña y a la Srita. Elizabeth Keesee de la Oficina de Educación. Sin su confianza en nosotros, su interés y su ayuda tampoco se hubiera podido lograr este tremendo esfuerzo por hacer disponibles materiales de enseñanza en español y portugués. Y también al Dr. Jack Price, Superintendente Auxiliar del Distrito Escolar Unificado de San Diego, que seguido intercede por nosotros en las oficinas del distrito.

Creo que hemos disipado en gran parte los mitos de que la educación bilingüe es sólo un sueño. ¡Sí se puede!

Consuelo Alcalá

Robert Luna

Margaret Padilla

Rafael Fernández

MAP On The March

By Ann Kern

MAP has come a long way in 12 short months. As we, the members of the project staff, prepared our continuation proposal this spring, we became more and more aware that we have covered a great deal of ground since the "Summer of Enthusiasm" our director described in the initial issue of Materiales en Marcha. This realization has resulted in a desire to let you, our readers, know what has been happening in our offices here on National Avenue in San Diego and what is likely to happen in the next few months and the new fiscal year.

Although its specific objectives have been altered slightly, our project's general purpose will stay the same. It will still make available to teachers of elementary and secondary bilingual-bicultural education classes in the United States information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries. Our project's specific objectives will continue to be concentrated in four activities--acquisitions, field testing, parallel curricula, and publications and promotion--while another one, development of relevant curricular materials in Spanish, is added.

Our acquisitions in the past fiscal year totaled approximately 5,200 individual items, of which some were donated by distributors and publishers and others were purchased outright. Two types of materials took precedence--volumes that complemented or completed series or sets already partially acquired and outstanding texts or supplements produced after acquisitions trips were made to Spain and Portugal in the fall of 1971, to South America in the winter of 1971, and to Mexico and Central America in the spring of 1972. Our acquisitions in the future fiscal year will total approximately 2,500, all of which will be the best forthcoming audio-visuals and books available in Spanish- and Portuguese-speaking countries.

Field Testing Throughout The Nation

Our field testing in the past fiscal year took place in 37 sites in 11 states throughout the nation. Nineteen workshops served 77 teachers who traveled to our offices to choose instructional items for their children. These teachers subsequently submitted over 250 of their own evaluations and over 100 of their children's. Our field testing in the future fiscal year will taper off to 25 sites, 14 public and 25 private, in nine states throughout the nation. Workshop invitations will be issued to 50 teachers in public institutions, 16 in private, determined by degree of need and past contributions as far as field-testing feedback is concerned.

Our parallel curricula coordinator conducted 61 workshops for 397 teachers from 85 sites in 15 states across the country in the past fiscal year. Forty-nine of them have sent her 170 feedback forms that attempt to analyze the similarities and differences between MAP materials and English texts that teach comparable concepts. She will make an effort to place even more materials for this purpose in the future fiscal year (420 teachers in 10 states), and she will emphasize the element of feedback. Concurrently, she will conduct workshops for 140 teachers in bilingual education programs funded under the California bilingual education act, Assembly Bill 2284. Finally, since she is a curriculum specialist in elementary bilingual materials, she will visit several sites to enable them to benefit firsthand from her experience.

One-Of-A-Kind Magazine

Our publications and promotion component has produced Materiales en Marcha, a monthly magazine that is the only one of its kind in this country to our knowledge. In its pages have appeared 37 articles on materials by experienced bilingual teachers in California, Connecticut, Florida, Massachusetts, New Mexico, Rhode Island, and Texas; 28 articles on ideas and issues in bilingual education by project staff members and bilingual educators throughout the U.S.; four sample lessons by field-testing teachers in California, the District of Columbia, Florida, and Texas; three articles on outstanding bilingual programs across the country by a project staff member and another bilingual educator; eight articles on the International Multilingual Multicultural Conference by project staff members; biographical background on the authors of the articles; lists of comparable materials in our collection to accompany articles on materials; and lists of suggested U.S. distributors. Materiales en Marcha's circulation has increased from approximately 1,750 to 15,000. Our publications and promotion component has also prepared and printed informational pamphlets on the project's purpose and objectives and brief bibliographic pamphlets on materials in Spanish and Portuguese. In addition, arrangements were made for our staff members to display materials and make presentations at conferences and conventions in San Mateo, California; Boston, Massachusetts; Kingsville, Texas; Fullerton, California; Greeley, Colorado; San Diego, California; Los Angeles, California; and San Juan, Puerto Rico.

In the future fiscal year Materiales en Marcha will continue to come out at the end of every month. Changes in its areas of emphasis are described in another article elsewhere in this issue. Informational and bibliographic pamphlets will

Our parallel curricula coordinator conducted 61 workshops for 397 teachers ....

also continue to be published. In addition, conference and convention arrangements will continue to be made for our staff members. Already on our agenda are the invitational conference on Urban Education and the Mexican American, Los Angeles, California, July 11-13, 1973; Annual Meeting of the American Council on the Teaching of Foreign Languages, Boston, Massachusetts, November 19-25, 1973; and Association for Supervision and Curriculum Development Conference, Anaheim, California, March 9-13, 1974.

The activity that MAP will add in the future fiscal year is the development of relevant curricular materials in Spanish. The new objective this component comprises is a logical outgrowth of our old ones. It is to provide for the revision of those outstanding MAP materials that require little rewriting in order to make them specifically relevant to Spanish-speaking students in the United States and to promote the publication of K-6 textbook sets in the four basic elementary school subjects--fine arts, language arts, mathematics, and science. We shall focus first on those levels most frequently found in U.S. bilingual programs. Although we shall expand our efforts into the area of social studies, these efforts will be pointed particularly at the cultural effect of Puerto Rico, Mexico, Central and South America, and Spain upon U.S. Spanish-speakers.

Our aim is to accomplish all this with a staff of 27. Rafael M. Fernández will continue in his third year as our director and his fourth year with the project. Helen E. Díaz will continue in her third year as field-testing coordinator; Frances López Beckers, second year, parallel curricula coordinator; and Ann Kern, third year, editorial coordinator. Rachel Closson is serving her fourth year as our supervising secretary; Margaret Padilla, fourth year, bookkeeper; and Claudine Ruppé, second year, director's secretary. In her fourth year as secretary of our processing and purchasing department is Consuelo Alcalá, and working with her are Martha Pedroza, Herlinda Ramírez, and Theresa Zapién. Gertrudis Ceseña and Rosario Ventura are in their third and second years, respectively, as field-testing clerks, and Sandra Hinzo and Maxine Villarino are in their second year as parallel curricula clerks. Our artist-illustrator is Robert Luna; our editorial clerk, Doris Rivera. Both are in their second year. Ramona Ceseña works with us as a part-time clerk. By the time school starts in the fall our staff will have increased by 10 individuals, all bilingual.

And we are on our way again. Of course, we are counting on going as far this fiscal year as we did during the past one, if not farther. We are grateful to you, our readers, for what you have contributed to turn our dream of progress into a reality. We are hopeful that you can and will continue to help us, for when you help us, you usually help yourselves as well.

Early Childhood Education

Santillana's "Redondel" Develops Preschoolers In Language, Senses, Art, Movement, And Music

By Mary T. Crawford

Redondel, Plan de Educación Preescolar, printed in Madrid and distributed by Santillana, is a 1970 edition. A complete packet consists of two excellent teacher guides (500pp., $19.50), one 15-workbook set ($8.50), one nine-workbook set ($4.50), and 30 laminas murales ($29.95 set). Primer Curso is for four- and five-year-olds. This series of lessons is followed by Segundo Curso for five- and six-year-olds.

An excellent introduction of the characteristics of a preschooler is given, followed by an explanation of how material is implemented for growth in the following areas: language, sensory, art, motor development, and music. Libro Guía II follows the same organizational arrangement as Libro Guía I. Lessons revolve around a specific unit which takes one week more or less to complete, and there are 30 units or 30 weeks represented in each guide.

Theme, Objectives

Each unit is constructed around a specific theme. Each unit has general objectives to be achieved. These objectives are measurable. However, an evaluation instrument is not included in this series. It is suggested that a chart of each child's physical weight and measurement be kept, along with a chart showing his academic growth.

The teacher guide gives a lesson-by-lesson plan. Anyone--a teacher, instructional aide, student aide, etc.--could easily present the lesson. Each lesson has a theme, general objectives, and an order of presentation for the learning of the activities included in each lesson. If little songs are to be learned, they are presented in the teacher guide, and the same is true about art, physical activity, or any other subject covered. By using the lessons daily children acquire a day-by-day growth. And although evaluation materials are not provided, I am sure the growth is measurable. I also see reading readiness taking place in a very natural, interesting way.

Language is developed through reading readiness, poetry, language games, dramatization, and the use of puppets. The stories told in the section "Narración" are always charming. Some are based on old classics, such as the one on page 200 of the Libro Guía, "El Huevo," which is the Spanish version of "Humpty Dumpty," followed by questions for the children to answer. Page 115 of the

Libro Guía, "El Pájaro de Fuego," adapted from Leyendas de América from a folk tale of Buenos Aires, is a very delightful story.

Sensory Exercises

Sensory development comes through how the child can see, touch, feel, taste, and hear through a number of media: hot and cold, rough and smooth, the recognition of colors, etc. For example, Segundo Curso, Serpentina 1, has several exercises on recognition of color. On page 5 of Primer Curso, Girasol 1, children recognize color and shapes.

Educación artistica prepares the child for writing, eye coordination, application of materials, dimension, etc. Motor development teaches the child how to move in his space. He becomes aware of bodily movement, coordination, and rhythm.

Voice, Rhythm

Educación musical builds around the objectives of cultivating the voice and becoming aware of rhythm, etc.

Not only are the general characteristics of the four-year-old given. The guide also explains the way a child at a given age reacts as he does. For example, the four-year-old likes words. He likes to ask questions, but he doesn't want a long answer. Once he has answered, he doesn't like to repeat. A four-year-old simply speaks to practice sounds. He does not always know the meaning of what he is saying. It is possible to assume that the preschool child knows more than he really does because he is constantly repeating what he has heard without really knowing the meaning of what he says.

Acceptance, Explanation

One thing the teacher must be aware of in teaching from the Redondel picture charts or manuals is that colors do not run true. Therefore, a child may look at a color and call it red or orange and be right either way because the color given is reddish orange. I accept either name and explain that the color is red with orange mixed, etc.

... the children tend always to get the right answers.

Each lesson contains material for a presentation of up to 30 minutes. However, a preschooler has a very short attention span. I would recommend starting on a portion of the lesson that would take up to 10 minutes and increase the amount of material given until you get through an entire lesson, still holding the children's attention.

Explicit Design

The designer of this program did extremely well in having a single item or specific items used to represent the lesson. They are so explicit the children tend always to get the right answer. This success built into the lessons makes them very valuable for young learners. I accept any correct answer the children give. If the lessons are designed to elicit a specific answer, I work around the picture until I get that answer.

I guess what I like best about the program is that it is a realistic approach to the learning of four- or five-year-olds and five- or six-year-olds. The people who have worked on the lessons obviously know the learning patterns of very young children.

Several Recommended Secondary Bioqraphies

By Alicia Dávila Luff

MORALES, JOSE IGNACIO. MEXICO, SUS HEROES Y SUS HOMBRES; INDEPENDENCIA. PUEBLA: PERIODISTA E IMPRESORA, 1966. 185PP. B/W. PRICE $1.75

This biographical reference states that the author, who is a teacher and lawyer, attempts to write with clarity and simplicity for the benefit of young people. The work consists of three volumes, of which only Volume I has been reviewed. Written in the present tense, it starts with Cuauhtemoc and is limited to heroes only.

The uneven style of writing runs from lengthy paragraphs to short phrases. The author echoes patriotisms when it would have been better if he had spent more space on facts. More suitable is Torner's Creadores de la Imagen Histórica de México or Galería Mexicana, described below.

TORNER, FLORENTINO M. CREADORES DE LA IMAGEN HISTORICA DE MEXICO. MEXICO: COMPAÑIA GENERAL DE EDICIONES, 1953. 316PP. B/W. PRICE $2.95

This comprehensive biographical reference book starts with the Indian god Quetzalcoatl and ends with Francisco Villa or the Mexican Revolution in the early 20th century. Succinct biographies are from one paragraph to two pages in length. It includes not only heroes but traitors, as well as good bait for further studies into the lives of the people who formed the Mexican nation.

The writing is for good Spanish readers. The index is inadequate, and the print is small and close-together. However, it will appeal to teachers and students in a research-type lesson.

Florentino Torner is an exile from the Spanish Civil War. He has published his works in Spain and Mexico and has translated several books, including William H. Prescott's History of the Conquest of Mexico and History of the Conquest of Peru.

GALERIA MEXICANA DE NEZAHUALCOYOTL A DIAZ ORDAZ. MEXICO: FERNANDEZ, N.D. 32PP. PRICE $1.30

This unique, small, and well-illustrated book consists of 120 brief nine- or 10-line biographies, each pinpointing the highlight of the person's life. It includes not only political figures but also artists, musicians, poets, etc. Among some of those listed are Cortez, Santa Anna, Los Niños Heroes, and Father Serra, as well as movie stars Dolores del Rio and Cantinflas.

Among its features are a chronology of Mexican government, starting with the Reyes Zapoteca and ending with Gustavo Díaz Ordaz. It is the only book reviewed in this column that has an alphabetical index. It is most definitely classroom material and could be effectively used in both junior and senior high schools. Despite its poor binding, it is highly recommended.

FOIX, PERE. PANCHO VILLA. MEXICO: TRILLAS, 1950. 294PP. COL. ILLUS. PRICE $5.00

Pere Foix, author of Juárez and Pancho Villa, is to be commended for his objective and thorough books. An exile of the Spanish Civil War, Foix writes not like a Spaniard, but like a Mexican. No doubt he has enthusiastically researched extensively and produced his biographies.

Forced to become a bandit

Foix is to be commended for objectivity and thoroughness

This biography is loaded with charisma.

in order to survive, Doroteo Arango fled to the hills after slaying the rich hacendado (landholder) who raped his sister. After the death of an associate bandit, Francisco Villa, Doroteo took the deceased man's name, both for estimation as well as the necessity of burying the past of the criminal Doroteo Arango. Following that, Villa made an attempt at making an honest living, but his real identity was discovered. Again he was a fugitive, this time destined to become a Mexican Robin Hood. So popular and well-known did he become that Abraham González, an educator and activist, called on Villa for help in organizing a revolutionary force to combat government forces.

What follows in this well-documented biography is a thorough and unbiased history of the Mexican Revolution and the role Villa executed during this era. Pere Foix portrays his character as a charming, benevolent, and violent man. At times the account reads like a novel and seems like a Clint Eastwood cowboy movie, fast and action-packed.

One day Villa was surrounded by the federales (government forces). He immediately went to a blacksmith and ordered 30 of his horses be fitted with shoes on backwards. Presto--all his tracks went the opposite direction!

The events leading to Villa's attack on Columbus, New Mexico, will enlighten the reader's understanding of the man's animosity toward the Americans. Mexico was clearly in a civil turmoil. Subsequently President Wilson gave the Mexican government permission for its forces to cross the border in order to protect same forces against the revolucionarios (revolutionary forces).

¡Ah, sordos, hijos de tal! ¡Cuantos balazos les voy a dar a esos gringos traidores! ¡Me fingían amistad y orita se van con los Carrancistas! --exclamó Villa. And later--Ya sabré darles el castigo que se merecen a esos intrusos y estrafalarios gringos que se meten a donde no les importa.-- ("Ah, deaf ones, sons of so and so! The shots I am going to take at those gringo traitors! They pretend to be my friends and now they are siding with the Carrancistas (government)!" exclaimed Villa. And later... "I'll know how to give the proper punishment to those eccentric and intrusive gringos, who interfere where they shouldn't.")

A feature of this book is its appendices, which include a copy of Villa's death certificate, an interview with Porfirio Díaz (conducted by Pearson's Magazine of New York), text of Díaz' resignation as President of Mexico, el Pacto de Guadalupe, and some corridos (Popular romance that has some history or adventure, it may be sung or recited.) written in honor of el rebelde (rebel).

On the minus side of this outstanding book are the facts that it is limited to history and carefully avoids mention of Villa's families and wives. The print is small and not easy reading. It will be limited to adults and young adults who have good reading skills in Spanish. There is no alphabetical index for quick reference.

Despite its limitations, this book is a good addition for institutions serving Mexican Americans, for it is loaded with charisma and gives one a sense of pride in being puro campesino. ¡VIVA VILLA!

FOIX, PERE. JUAREZ. MEXICO: TRILLAS, 1969. 335PP. COL. ILLUS. PRICE $5.00

Pancho Villa became a Mexican Robin Hood.

Of a humble and poverty-stricken family was born the full-blooded Zapoteca Indian who was to point the

way to liberty for the Mexican nation. Benito Juárez and his sisters became orphans at the age of three. The three oldest children went to live with the paternal grandparents, and the youngest went to a sister of the deceased mother. Misfortune followed, and two years later the paternal grandparents died.

Bernardino Juárez, an uncle of the five-year-old Benito, became his guardian. Benito was a dreamer, and the uncle demanded productive work.

One day, fortunately for Mexico, Benito saw a young group of wandering circus people who spoke Spanish rather than Zapoteca, the only language known to him. He became so curious about what it might be like in the city that after discovering the strangers had stolen his sheep, he was too embarrassed to face his uncle and ran away to the nearest city, Oaxaca.

Josefa Juárez, Benito's older sister, who had married and left her husband, had already fled to Oaxaca. Once in Oaxaca, Benito located his sister with difficulty, as he was an Indian, knew no other language than Zapoteca, and was a mere child. Soon Benito was also, like his sister, employed by the Antonio Mazas, a considerate and generous Italian family. So pleased were they with Benito's services that Sra. Maza sought and succeeded in teaching him Spanish.

Juárez was a dreamer, and his uncle demanded productive work.

Lincoln and the U.S. position are thoroughly investigated.

The curiosity of the young man led him to explore Oaxaca thoroughly, his favorite places being the cathedrals. There he met a Franciscan, Antonio Salanueva, who became his godfather and continuous advisor. Salanueva and Antonio Maza were both responsible for helping Juárez get an education. Both were grooming him for the clergy. Little did they know that in the future this same education would make the separation of church and state a reality for Mexico. Benito had a mind of his own, however, and convinced his supporters that law was his field and not the clergy.

Following the childhood of Juárez, Pere Foix delves completely into Juárez' personal and political life. His book becomes a history of Mexico as well. Juárez' marriage to Margarita Maza, daughter of Antonio Maza, is sensitively and romantically written. The author devotes much time to Juárez' career as teacher and lawyer as well as his succession to Governor of Oaxaca and his election as President of Mexico in 1858.

Foix then writes that, as in Juárez' childhood, Mexico's history was full of misfortunes. Ruled by the dictator Santa Ana, who was sanctioned by the clergy, the country was in intense political conflict. In 1855 this government was destroyed by the liberal forces led by Ignacio Comonfort, who became President and established Juárez as his Minister of the Interior.

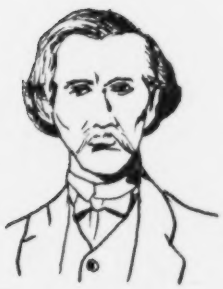
This was not for long; conservative forces soon rose against Comonfort and fought a bitter three years' war known as the Guerra de la Reforma. Out of this war the winning party, liberales, established a provisional government with Juárez as its President.

By 1861 Juárez was victorious, but the Mexican treasury was empty. France, Great Britain, and Spain demanded payments of debts and reparations for losses suffered by their subjects in Mexico. Mexico was unable to pay on demand, and the three nations proposed to send military troops to that country. It was soon evident that Napoleon III only wanted to establish a French monarchy in America.

France and Spain withdrew, and by 1863 Maximilian of Hapsburg, an Austrian prince, was declared emperor of Mexico. The author justifiably spends a large portion of his book on this period of history. The arrival of Maximilian and Carlota is vividly de-

scribed. Abraham Lincoln and the position taken by the United States are thoroughly investigated.

Foix continues by relating that after the French troops invaded Mexico, Juárez continuously moved his capital to the northern parts of the country. It was there his forces and morale were reinforced, and by 1867 Maximilian had been defeated and executed.



This book will enlighten those tourists who travel to the northern part of Mexico. After reading this anyone visiting Chihuahua will certainly visit the Palace of the Governor, where Juárez courageously established a temporary capital and was so enthusiastically received by the Chihuahuenses. And anyone visiting Ciudad Juárez, Chihuahua, will surely feel the enormity and meaning of the name Juárez.

Foix explains that the last four years of Juárez' presidency were anything but calm, as the country was preparing itself for a civil revolution. Despite all the problems, Juárez succeeded in cementing his reforms--freedom of worship, separation of church and state, and compulsory education. The lawyer, patriot, politician, reformer, and President of Mexico died of a heart attack on July 18, 1872. His career had such a lasting effect on his country that history recognizes him as one of the great statesmen of the new world.

This informative and well-documented book should have a profound effect on young people, especially those who are struggling to learn English. That an illiterate Zapotec Indian boy could grow to become President of a great nation should be an inspiration to every student.

As in the other Foix books, the print is small and the writing sophisticated. Nevertheless, it will be a challenge to mature students who are seeking identities and associations. It is highly recommended.

The Culture Crunch And How To Crash It

By Allan Peck

Motivation, exciting lesson plans, parental support. What can a teacher do to turn on a class? The Mexican-American teenager is even more of a challenge. Many times he has to fight an uphill battle to get an education. How to help him? Pride, that's what it takes. But how to get it? Our kids are caught in a cultural crunch, sometimes with no seeming way out. Well, here is a book with a fresh approach and packed full of pride.

The book, Nuestra America, by José J. Vega (México: Galve, 1969) is just that, our America, the America of the Mexican-American. Its subtitle, Capítulos Olvidados de Nuestra Historia, emphasizes the fact that Spanish-speaking and anglo alike have forgotten just how great a part the Spanish and Mexican have played in our country's heritage. And that is what this book is all about.

As Vega himself points out in the preface to the reader, "este libro tiene tres objetivos principales: 1. esbozar ante el estudiante mexicano-americano las grandes acciones de sus predecesores en los territorics que forman actualmente parte de los Estados Unidos: 2. tratar de que el alumno se identifique con ellos poniendo de manifiesto los vínculos de cultura, lengua y raza que tienen en común con ellos; y 3. hacerle ver que la gloria del presente histórico de la nación a que pertenece es el resultado de los esfuerzos y sacrificios de esos hombres...."

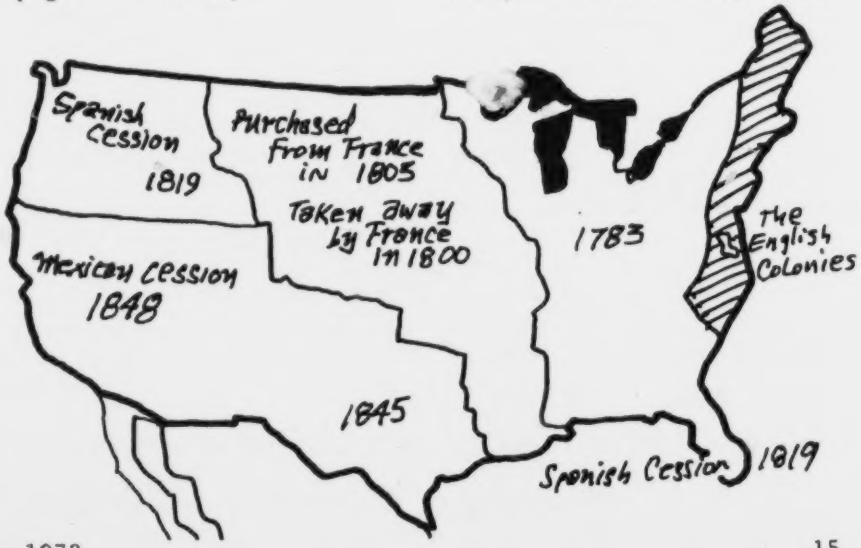
How can a teacher turn on a class?

Deeds And Impact

To point out the glorious deeds of one's forefathers and the impact they had on today's world is enough to make anyone swell with pride. It is also a tall order. But Vega delivers. He certainly has exposed many forgotten and unknown pages of history.

There are a lot of Chicano Studies books out, most of them quite good, and most of them with the same storehouse of names, dates, and places. What is good about Nuestra America? Well, first, it is in Spanish, readable, correct, down-to-earth Spanish. Right away that opens up a whole new world. For here is something not only for the Mexican American to help him come more in contact with his roots, but something the Mexican student new to the United States can use to orient himself in his new surroundings. Secondly, even though the book does contain some things you will find in other Chicano Studies books, it does have some forgotten chapters, and, especially, more detail and meaningful explanation. But let's take a look for ourselves.

Vega's book (like Caesar's Gaul) is divided into three



The mysteries of the new world and ever-present Indian arrows keep the reader on the edge of his chair.

sections: the discovery, explorations, and colonization of the new world, or, more precisely, Spanish and Mexican United States. Beginning with Florida, it goes on to show how Spaniards and Mexicans first ventured into the unknown worlds of Louisiana, Mississippi, Arkansas, Texas, New Mexico, Arizona, and California.

Thrilling Saga

This long list of states is accompanied by an even longer list of discoverers. The saga of their adventures and journeys is a thriller. The mysteries of the new world and ever-present Indian arrows keep the reader on the edge of his chair. You cannot help but admire their pluck and daring.

More fascinating still is the tale about the Spaniards' ventures as far north as Virginia. In fact, the English were quite lucky in their settlement at Jamestown. If it hadn't been for some bad Spanish luck in the form of hurricanes, loss of seeds for planting, and bone-chilling winds, the English in 1607 might have set foot in a town called San Miguel de Guadalupe, founded almost 80 years before by the Spaniards. That would have changed a few history books.

When it comes to the second section on exploration, the reader is in for more surprises. My mother never told me about Ultra-Brite. She also never told me that Hernando de Soto was traipsing around such out-of-the-way places as Alabama, North Carolina, and Tennessee.

Colorful Coronado

And then there's Coronado.. ... Coronado's gold-city-seeking expedition hoofed it around New Mexico and Kansas as if they were in a pilot film for Route 66. The colorful story is filled with heroes and martyrs and unfriendly Indians. It certainly puts a lot more meat on the bones of history than any other book I've seen.

The third and last section of Vega's book deals with the colonization of the Southwest and Southern United States. The invigorating tale of the rocky and tempestuous 300 years of Spanish presence in Florida and Grand Florida (Georgia, North Carolina, and Virginia) is as spell-binding as it is tragic. You can't help but wonder how changed things would be if a man like Sir Francis (the pirate) Drake had not ventured along.

Louisiana, Texas, New Mexico, Arizona, and California all get in-depth treatment. Their history was just as much of a struggle as that of Florida, with just as many ups and downs. The Mexican heroism and wizardry in colonizing and developing and defending these lands is really something to read about.

California Governors

There follows then a somewhat interesting chapter on the governors of California, why I don't know. But there it is for those who

It certainly puts a lot more meat on the bones of history than any other book I've seen.

are interested, giving a bit more spice and life to the California scene.

But after that comes an even more interesting chapter on the rights of the Indians. It might better be entitled "The Rights of the Spaniards over the Indians." The chapter tries to justify European dominion over the Indians, an impossible task. It might best serve as an example of out-of-date colonial thinking. This disease typified the mind-set of that age of exploration and discovery and infected more than one nation. The reasons Vega cites for Spain's and Mexico's takeover of new world lands are fourfold: the decision of a world court, the right of first occupation, treaties with the Indians, and the right of first exploration, none of them too convincing.

The last chapter of the book is filled with all the cultural and economic contributions to the new world, from corn to chewing gum, cattle to cauliflower. A good eye-opener to the uninitiated, it makes you realize just how much is owed to the Spaniards and Mexicans.

"Nuestra America" is certainly worth reading.

History In Appendix

The appendix of the book gives a VERY brief history of both Spain and Mexico up to the present. The reason the author includes this in the book is to help the reader see how Spain and Mexico went on to develop after America became "our" America. This in turn is to compensate for the psychological trauma that many a Mexican-American feels as a minority.

And so Vega carries his theme through to the end, giving Mexican-American pride a shot in the arm. This is why the book is invaluable. And to make sure the reader has as little difficulty as possible, there is even a Spanish-English glossary at the end of the book. The glossary is divided into chapters, a not especially handy feature, this. It might have been better to put all the words together in one big vocabulary. This might be better for those of us who have a bad memory and need to refer back now and then.

Nuestra America is certainly worth reading. It would make a tremendous reference book for the students and a fine text for bilingual classes. As a paperback it is relatively inexpensive, only $3.00.

Vega carefully notes that this is Volume I (up to 1848). I for one certainly hope there is a Volume II. Get this one and you'll see why.

Editor's Notes: Survey Results

If you are a regular reader of Materiales en Marcha, then you have seen the survey sheet we have published in the past two issues. As we wrote in our editor's notes the first time this form appeared among our pages, we were attempting to evaluate our effectiveness with it, and we needed to hear from you, the members of our audience, if we were to be more helpful in the next fiscal year.

Now that we have heard from a number of you, we would like to let you know how you answered our questionnaire and how your answers have affected the concept and content of the 1973-74 Materiales en Marcha. A large majority of your magazines arrived less than a month after they were mailed, and a large majority of them, again, were correctly addressed. Most of you considered the magazine either good or excellent as a source of bilingual materials and either good or excellent in its content, professionally speaking. Most of you also found its format either good or excellent and its color, paper, and printing excellent. The consensus was that the magazine is definitely needed and that it should be published monthly. Four dollars was the favorite subscription fee.

Many of the recommendations for relevance that you made have already affected the concept and content of Materiales en Marcha. Some suggestions were similar to ideas that have been incorporated in the magazine since its inception; others went against the grain of our guidelines. We appreciate all your thoughts, though, whether or not we were able to absorb them.

Cover And Columns

Whoever suggested that we design a cover with a corner for the date of the individual issue must have communicated with us by means of an ESP channel several months ago, because we made up our minds to do this awhile back. It is our intention that this date and the date of delivery coincide more closely in the future fiscal year. The person who recommended single-column rather than three-column pages must have missed our December, March, April, and May-June issues, for which we set up some of our copy in single columns. We shall continue to set up our copy in one-, two-, and three-column widths for the sake of visual variety. Whoever wanted more art will have to wait along with us to see whether sufficient space is available. However, we are able to assure him or her that we want this as much as, if not more than, he or she. The publication philosophy of the persons who figuratively shook their fingers at us for our expensive paper and printing evidently differs diametrically from our own. We feel that bilingual education is a first-class field that should be represented by a periodical that reflects its position of importance. However ecological and economical it may be, recyclable newsprint does not meet that requirement.

We appreciate all your thoughts ....

This issue is an indication of a few of the directions in which we intend to go as far as content is concerned. It includes an article in Spanish and articles on early childhood and secondary biography and Chicano studies, all of which have been asked for. Also asked for and already scheduled are articles on a bilingual open classroom, Portuguese materials and methods, and Spanish reading and language arts, math, and cultural materials. We shall incorporate two suggested innovations as soon as we receive copy for them from you, our readers. One is a Readers Write page, where you will be able to react to our articles and voice your views on bilingual education. The other is a Bulletin Board page, where you will be able to announce your organization's classes, conferences, conventions, courses, etc. These pages will not work without your communication, so please keep in touch with us concerning what is taking place in your section of the country and what you are thinking about our articles and everything else in the area of bilingual education.

Those of you who want articles in Spanish and Portuguese on more subjects (audiovisuals; children's literature; science; ideas and issues; paraprofessionals; people and programs; local, state, and federal appropriations; etc.) and more sample lessons by authors from more sections of the country (the East Coast, the Midwest, etc.) this is another area where we want what you want. Good bilingual teachers who are good writers in both languages are hard to find, however. If you are acquainted with any anywhere, we would greatly appreciate your helping us get together with them. Furthermore, we pay for the expertise expressed in each article and sample lesson so that

Our editorial policy is to be both educational and entertaining.

the readers on our mailing list may receive it free. To those of you who want teacher-oriented articles we are compelled to comment that it is our opinion that almost all our articles are teacher-oriented. It could be that our definitions of teacher-orientation differ. Tell us what it means to you.

Purpose And Policy

Some of you seem to feel that Materiales en Marcha is able to be all things to all bilingual educators. Although this attitude is flattering, it is contrary to the facts of the case. The time has come to tell you what we either cannot or will not do.

MAP's purpose, as stated on the inside front cover of this issue and the back cover of all previous issues but one, is to make available to teachers of elementary and secondary bilingual-bicultural education classes in the United States information concerning instructional materials currently published in Spanish- or Portuguese-speaking countries. This purpose does not absorb adults, foreign language classes, materials published in the U.S., and languages other than Spanish or Portuguese. It does not enable us to emphasize ESL, linguistics, and migrant education in more than an indirect manner. Nor does it make the recommendation of resource persons our specific mission, despite the reality that we do it in response to desperate requests. Furthermore, we cannot afford a magazine with more articles than this issue includes.

Children are what we're all about.

Our editorial policy is to be both educational and entertaining. This precludes our producing another academic periodical to be relegated to the bookshelf or magazine rack right after it is left by the mailman. We want to write what will be read. Annotated bibliographies are not normally read. Besides, we don't want to duplicate what the distributors are already doing. To continue, pure research pieces are not customarily read, either. informational and instructional articles that contain honest expressions of emotion are attention-catching and interest-holding, however. As for the recommendation that we run articles written by experts alone, we ask, who is an expert and who is not? We publish a magazine by bilingual teachers for bilingual teachers. To paraphrase a point one of our authors made in a previous article, a writer's work is worthwhile to us if it gives us ideas that make it with a class as a group or individuals. After all, Spanish- and Portuguese-speaking children are what we're all about.

Materiales en Marcha author Mary T. Crawford teaches colors and concepts with Redondel's Girasol workbooks to preschoolers at Finney School in Imperial Beach, California.

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